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THE CHAUTAUQUAN

A WEEKLY NEWSMAGAZINE



CHAUTAUQUANS IN VENICE

THE CHAUTAUQUAN

A WEEKLY NEWSMAGAZINE

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Editor's Desk

Addresses at the inauguration of John H. Finley as President of The University of the State of New York and Commissioner of Education revealed tendencies of educational theory and practice in which Chautauquans are vitally interested. The combination of an examining and certifying Regents university with headship of the entire range of activities of public education throughout the state—from kindergarten to university with extension service all along the line—is significant in itself. That the new incumbent had been called from one of the few colleges maintained as the head of the municipal system of education—the College of the City of New York—and had served as one of the arbitrators in the recent railroad wages controversy, was cited as direct evidence of the required demand of the age that education must apply itself concretely to the modern problems of democracy.

"There is no more sure measure of a people's progress in civilization," said President Butler of Columbia, "than the growth of their power of self-control and self-discipline. The basis for the self-control and the self-discipline of a democratic people must be laid in their homes and in the schools. If the schools fail in this, there is no adequate compensation they can offer in the form of learning or instruction." To which President Finley pertinently added: "Nor is the state visiting in its thought the child alone, or the child in its work alone. Last year the legislature made it possible for the districts to put these little tracts to fuller community uses, in giving authority for the designation of these as sites not only for schoolhouses, but for playgrounds, or for 'agricultural, athletic center and social center purposes,' and for 'other uses pertaining to the welfare of the community.' They are to grow first that discipline and control and respect for others, which are, above all else, needed in our republic, but they may develop side by side with these a higher community happiness, and a greater community pride, a more helpful neighborliness whose human values, what with urban indifference and rural loneliness, we are missing in so many parts of the state."

* * *

Ex-President Eliot of Harvard pointed out the modern necessity of well trained senses, which lies behind the demand for courses in sciences, household arts, the use of tools, drawing and music. Observation, recording and comparing are the active educational purposes achieved by school pupils, while similar purposes are to be accomplished by adults in what we call sociology or social economics, if the great American experiment of social-industrial-political democracy is to be successful. Chautauquans will thus be reminded of the pedagogical values of the emphasis on social topics which has characterized the Chautauqua Reading Courses of recent years for both men and women of our times.

* * *

The Superintendent of Public Schools in a Pennsylvania city in writing us says: "I believe Chautauqua offers excellent work for teachers and it is my policy to encourage them in it as much as possible."

Another reader says:

"The course is all and more than you described; we are enjoying the work very much indeed."

THE CHAUTAUQUAN A WEEKLY NEWSMAGAZINE

Vol. 72 No. 19

CHAUTAUQUA, NEW YORK, SATURDAY, JANUARY 10, 1914

Price 5 cents

HIGHWAYS AND BYWAYS NEWS PERSPECTIVE

Banking and Currency Reform

Thanks to the firmness, courage and perseverance of President Wilson, the banking and currency system of the country has at last been reformed—or, rather, revolutionized. For decades bankers, economists and men of affairs have been sighing for such reform, but until lately the task seemed hopeless. The problem was painfully knotty; even the experts were utterly unable to agree entirely, among the pupils all sorts of notions prevailed, while sectional or class distrust, prejudice and fear, only too readily exploited by the cheaper politicians, added to the natural difficulties of the subject.

The first need was concentration, a bold attack and a determination to accomplish something in the way of reform. President Wilson, as soon as the tariff was out of the way in the House last summer, made currency reform the paramount practical question. He knew that his own party, anxious to make a good record, would follow him. He knew that the other parties would not venture to stand in the way, and he hoped that some of the members of the opposition would work with him and his party. Perhaps he did not realize all the obstacles that would confront him; it is certain that he expected speedier action than he succeeded in obtaining. But the action which might have come in October or November finally came in the latter part of December. The victory for the President is a most remarkable one, but it could not have been achieved without public and press support, and without a deep and strong sentiment for radical currency reform. Even those who did not claim to understand the problem,

or the more intricate features of the proposed solutions, contributed to the result by recognizing the necessity for action and by objecting to delay and obstruction. Bitter and costly experience under the old system cried aloud through them for a progressive and comprehensive change.

The bill that passed the Senate and, with several material changes, made in conference, received the approval of the President, is, of course, an experiment and a compromise. It is to be given a trial, and it may need important amendments. But the principles that underlie it are the principles long contended for by theoretical and practical students of finance. Its main features are as sound as the best opinion of the day.

The act is expected to prevent, not indeed all panics and flurries, but such as we have had in late years which were due to the defects of our inelastic and too decentralized banking system. The new system "mobilizes" the bank reserves; it provides for certain co-operation among the banks, though it does not go as far in this direction as some had hoped; it establishes several great regional banks, to be directed and managed by the member banks; it establishes a federal reserve board to control the regional banks and secure further banking co-operation; it provides for a new kind of currency, based on commercial assets; it insures elasticity in currency; it makes the issue and retirement of bank notes (the notes being guaranteed by the government, as a further precaution, not because they are not amply secured) dependent on business needs; it divorces currency and banking from stock speculation; and it empha-

sizes the public character of the business of issuing circulating notes.

To pass such an act as this was to open a new era in American life. Defects will be cured in due time, but we shall never go back to the system we have discarded. The public and even the bankers will soon forget the friction and the bitter controversies that marked the long fight, and every effort will be made to give the new system a successful start. Industry and commerce should, before long, or after a period of readjustment, begin to feel the beneficial effects of the important reforms embodied in the measure.



The agitation about Higher Criticism in Sunday School lessons, and about the ethical rather than specific doctrinal teaching, has led the Presbyterians, four or five bodies among them, to withdraw from the Methodist, Congregational and other uniform publications, and to unite in a series of their own. The new scheme affects the intermediate and minor grades only. Publication societies, which in two cases were strongly censured for lack of definite instruction, are now included in the new plan, and instructed to prepare lesson helps upon a basis fully approved by Presbyterian authority. This authority is the Executive Commission, a permanent body having charge of Presbyterian affairs between sittings of the General Assembly.

The change is made to get into the instruction of the three millions of children in their charge more definite Presbyterian doctrine and polity; to take out of the course the alleged speculation in theological and historical questions which it is claimed ought to have no place in education of the juvenile mind; and to get into the lesson more Bible and less information about it. The Presbyterian bodies North and South, the United and Canadian, and both of the Reformed Churches, the Dutch and the German, are united in the new plan. The International series of lessons will be followed. The change relates to the contents upon the lessons.



Incomes and Wealth Distribution Again

In view of the data on American incomes recently discussed in these pages, figures furnished by the Paris correspondent of a leading London newspaper apropos of the projected tax on incomes in France invite comment and comparison.

France is the richest country in Europe. Her wealth is supposed to be widely distributed. Her peasantry and lower middle class are exceptionally thrifty and prudent; the savings of these classes have financed not only the home government but Russia and other countries. Investment in government bonds yielding a small but safe return is the fixed habit of the Frenchman who has saved up a little capital. The land, moreover, is in the hands of the cultivators,

and nowhere is land tilled and used more intensively.

Such factors as these would lead one to expect a much more favorable showing as regards incomes and wealth diffusion than is presented in the following table:

Persons having an income of over	
£200,000 a year.....	20
40,000 a year.....	85
30,000 a year.....	360
4,000 a year.....	3,400
2,000 a year.....	9,800
1,000 a year.....	51,000
400 a year.....	123,000
200 a year.....	294,000
40 a year.....	8,000,000

Small as the number of income-tax payers is in the United States under the new law, it is almost double the number it would be if our wealth were distributed no better than it is in France. On the French basis, there would be in the United States only about 1,250,000 incomes exceeding one thousand dollars. Of the incomes given in the French table, eight million families fall below the \$1,000 mark.

We are better off, at any rate, in the United States, absolutely as well as relatively. But when we consider the average income of the farmer and the laborer we are impressed by the fact that the situation still leaves much to be desired. Less monopoly and privileges, more equity, more access to natural opportunity, stricter regulation of public utilities are severally and together calculated to produce a better distribution of the national income. But it is also true that production itself will have to be stimulated and increased. Better farming, cheaper transportation, good roads, scientific management and humane management in factories and mills and mines are things that we can all work for without raising contentious questions of distribution.



Through a committee appointed three years ago the Episcopal Church has now before it the most comprehensive and liberal clergy pension plan ever proposed for the ministers of any religious body. In its main features it contemplates retirement of all clergy at sixty-five years of age, a salary thereafter for life equal to half of that received upon retirement, and equally liberal provisions for families of clergy dying before reaching the retiring age, and for education of minor children. It is calculated that \$3,250,000 will need to be raised to make the plan effective. The Episcopal Church has a Clergy Relief Fund, for which it has tried for nine years to raise \$5,000,000, with the result of securing only about \$1,000,000, and it also has a small unofficial retiring fund plan.

The new project awaits official action, including the creation of a board of bishops, presbyters and laymen which shall attend to all details.

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The Religious Attitude Toward Social Reform

Much has been said and written in the last decade regarding the duties and opportunities of the churches in connection with the social and economic reform movements of the day. Efforts have been made to bring the churches and the working classes into more intimate and friendly relations. Earnest thinkers have sought to enlist the church organizations in certain definite reform campaigns.

Evidence of the success of these various efforts and discussions is by no means hard to find. We shall refer here to two remarkable and significant documents that have come from the religious world with reference to the great social reform movements of our period. The Episcopal General Convention which met in New York City recently adopted the following resolutions:

"Whereas, the moral and spiritual welfare of the people demands that the highest possible standard of living should everywhere be maintained, and that all conduct of industry should emphasize the search for such higher and more humane forms of organization as will genuinely elicit the personal initiative and self-respect of the workman and give him a personal, definite stake at the system of production to which his life is given, and,

"Whereas, injustice and disproportionate inequality as well as misunderstanding, prejudice and mutual distrust as between employer and employé are widespread in our social and industrial life today:

"Therefore, be it resolved that we, the members of the general convention of the Protestant Episcopal church, do hereby affirm that the church stands for the ideal of social justice and that it demands the achievement of a social order in which the social cause of poverty and the gross human waste of the present order shall be eliminated, and in which every member shall have a just return for what he produces, a free opportunity for self-development and a fair share in all the gains of progress. And since such a social order can only be achieved progressively by the efforts of men and women who in the spirit of Christ put the common welfare above private gain, the church calls upon every communicant, clerical and lay, seriously to take part in the study of the complex conditions under which we are called upon to live, and so to act that the present prejudice and injustice may be supplanted

by mutual understanding sympathy and just dealing and the ideal of a thoroughgoing democracy may be fully realized in our land."

In Great Britain the religious organization called the Counsel for Christian Witness on Social Questions put forth a manifesto marked by deep spiritual fervor and firm grasp of principle. The manifesto is signed by the bishops of London, Oxford, Lincoln, and other cities, by eminent nonconformist ministers and a large number of devout and eminent lay workers in the religious field. Its central proposition is that "the first charge upon industry is adequate remuneration for the worker." This is an indorsement of the modern living wage principle. Charity, the manifesto says, at its best is no substitute for justice, and the world is full of injustice and inequality that result from a neglect of the principle just formulated. The evils of white slavery and undeserved poverty are vividly sketched, and Christian churches are urged to use their power and influence on the side of economic and social reform that aims at equal opportunity, equity and industrial justice. Men and women are warned in the document "against maxims and standards that are really due to selfishness and ignorance."

There has been considerable comment in England on this manifesto. Some pronounce it a little vague and too general to be of practical importance to religious men who wish to live in accordance with their duty. Others, more sympathetic, point out that, after all, the spirit is everything, and that the manifesto is designed to repudiate an attitude and encourage a noble and better one, rather than to lay down specific rules as to wage paying or business management. The *London Nation*, the leading liberal weekly in England, says this of the manifesto:

"It is not only of great importance in the history of the development of opinion, it is of great practical importance as well. As industry is conducted today, a vast number of Christians have the power of displaying their Christianity. The Limited Liability Acts, in destroying the old patriarchal employer, have brought in the rank and file of Christian investors as employers, and this appeal to them to accept the sacrifices involved as a principle based on their religion is therefore a very real and direct invitation to all the Christians among the shareholders of railway companies, industrial and commercial companies, co-operative societies, and the other businesses that employ the wage-earners of the country."

Teachers' pensions and pension systems, according to Dr. Raymond W. Sies, in a bulletin of the United States Bureau of Education, represent one phase of what has become a universal movement among civilized peoples—movement to "dispose of the superannuated and disabled individual and to rob old age of its economic terrors." Pensions for school teachers, he points out, have existed in Germany in some form or other for two or three centuries, and in other European countries for the better part of a century.

Whether pensions shall be supported in whole or in part by the State, or whether they shall be financed entirely by the teachers themselves, is a problem that has been solved differently in different countries. In Germany the state finances the entire plan, the teachers making no contributions whatsoever. In France the teachers are heavily assessed to keep the pension system going. In the United States the tendency is to ask small contributions from the teachers. As a permanent arrangement Dr. Sies favors the German plan, not because he thinks it any more generous to the teachers, but because he considers it better business for the State to finance and manage the system itself. He shows that the burden is ultimately shifted to the teachers.

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Plunder in High Salaries

Graft is not confined to politics. There is graft in business, especially in corporate business. One of the dangerous and demoralizing forms of this graft is the unearned fancy salary. The Hughes insurance investigation, among other things, brought about a drastic reduction of salaries in the insurance field, and yet there is more efficiency or method in life insurance today than there was formerly. The Panama Canal has also furnished proof of the truth that genius and ability are not monopolized by those who are willing to pay tremendous salaries out of the pockets of consumers or stockholders.

According to Mr. Mellen, the former head of the much-manipulated and exploited New Haven and Hartford railroad, no corporation should pay more than \$25,000 a year to any officer, as no man is worth more and no one will work harder for twice or thrice that amount. Mr. Mellen's statements have, of course, been attacked by men who receive fancy salaries and have persuaded themselves that they are worthy of their hire, if not indispensable. But while here and there an exceptional man may be worth more, the simple truth is that high salaries are generally fixed without reference to merits or needs. They are fixed by friendly directors, who often expect favors in return—especially if they are dummy directors who fail to direct—while the real owners of the great corporations, the stockholders, have no control and no veto power.

It is refreshing to find that the leading news-

papers are in sympathy with the demand for some control of corporate salaries and disposed to ridicule the pretensions of the self-styled Napoleons of industry and commerce. We quote an editorial from a conservative paper, the New York Tribune:

Mr. Mellen has put his finger on one of the great abuses of corporation development in this country. Railroads, insurance companies and other great corporations have set the precedent of overpaying the men at the top, giving them in many instances salaries entirely out of keeping with the value of their work.

Few salaries beyond \$25,000 represent work done or expected to be done. Officials with enormous salaries quickly come to believe in the fictitious value put on their services and then their usefulness is over. Spending a salary of \$50,000 to \$100,000 engrosses so much of a man's time and interests that he is likely to turn more and more into a figurehead, living on the work of his subordinates.

The fact that a corporation's income is large does not justify it in wasting money in excessive merely-for-show salaries. Overpay takes away the incentive to do genuine work and in the end hurts the corporation instead of benefiting it. It would probably be a good thing if, as Mr. Mellen suggests, some reasonable limit were to be put on the compensation which custom has foolishly approved for the heads of the larger corporations.

Several editorials of similar tenor and tone from other great papers might be reproduced did not space limits forbid. Graft in salaries is as pernicious as graft in another form. To pay without reference to the actual value of services, or to the supply of skill and ability, is to plunder the owners and the public. To plunder the public is to encourage plunder in other forms—within or without the law. Bad examples are more potent than good preaching of honesty and thrift and social service. Unearned salaries cause many envious men to get rich by trickery, cunning, sharp practice, fraud.

Nothing is more imperatively needed in the United States than a movement for plain living and high thinking, for reward on the basis of strict merit, for healthy idealism in business and professional life. A reduction of unearned salaries at the top would tend to produce a better feeling in the lower strata. Nothing is so bad for a society as a sense of injustice, of special privilege successfully defended by cant and sophistry, of plunder under forms of law and business ethics.



Guardian's Pin



Wood Gatherer's Ring



Fire Maker's Bracelet



Torch Bearer's Pin

CAMP FIRE GIRLS

Maurice B. Sunderland

Lay me to sleep in sheltering flame,
O Master of the Hidden Fire;
Wash pure my heart, and cleanse for me
My soul's desire.

In flame of sunrise bathe my mind,
O Master of the Hidden Fire;
That, when I wake, clear-eyed may be
My soul's desire.

Fiona Macleod

THE conditions that meet the children of today are fundamentally different from those with which our grandparents were brought in contact when they were children. The evolution of occupations, trades and industries has taken them out of the home. Where a century ago the boys and girls working in the house and in the fields with their parents learned those trades and industries which later were to be their chief occupation in life, today they enter schools of manual training and domestic science. The result is that the children of today undoubtedly know more about the scientific use of tools and about the physics and chemistry of cooking than their grandparents, yet the effect on the character of the children which comes from constant touch and association with their parents is lacking. Knowing how to do work is one thing and doing it under the loving eye of a father or mother, is another. Woman's place in the world has been fundamentally altered. New social and economic conditions have led her from the home out into the community.

During all the ages woman has had a peculiar group of occupations; all of those activities that center about the fire, the cooking and serving of food and the social ceremonies connected with eating together have been hers; she has been concerned with the making of clothing and with the personal relationships that cluster about the child. Once a girl could begin her ap-

prenticeship by running errands for her mother and later on could learn from her mother the arts of weaving and of clothes-making. But clothing is no longer made in the home. Much of the cooking is done elsewhere and that which is left is, for the most part, mere routine drudgery. And yet the girl must learn to love household work. Her interests must be centered in the home and nowhere else can she get the womanly instincts so essential to home life. Something must be done to bring color into household work. The romantic, imaginative spirit ever present in the girl must be satisfied. She must be trained mentally, morally and physically for the new part she has to play in the social world.

It was to satisfy these demands that the Camp Fire Girls movement was set on foot. Since its conception and organization not many months ago the movement has included in its scope almost every state in the Union. Having its origin in the East, the women of the entire country have fallen in line with an enthusiasm that promises well for future development and expansion. "We called it the Camp Fire Girls because fire has always been the center of the home," said Dr. Luther H. Gulick, president of the board of managers; "because 'camp fire' suggests out-of-doors, and we want the romantic out-of-door element in it; because the camp represents human solidarity, the coming together of the group."

The Boy Scout movement suggested the idea to the originators of the plan, although the Camp Fire Girls movement is not modeled after the Scout organization. Nevertheless the fundamental idea is the same. The Boy Scout plan is designed to provide the boy with better equipment with which to fight his battle in life. The general aim of the Camp Fire Girls is to help girls get

ready for the new world in which woman is finding herself. It is unlike any other movement and has in its purpose more wonderful possibilities and opportunities for the girl than any organization ever has offered.

In the first place it is a social organization to which all girls may belong. So simple is it that any group of girls may carry on the work. Its avowed purpose is to show that the common things of daily life are the chief means of beauty, romance and adventure; to aid in the forming of habits making for health and vigor, the out-of-door habit and the out-of-door spirit; to devise ways of measuring and creating standards of woman's work; to give girls the opportunity to learn how to "keep step," to learn team work through doing it; to help girls and women to serve the community, the larger home, in the same ways that they have always served the individual home; to give status and social recognition to the knowledge of the mother and thus restore the intimate relationship of mothers and daughters to each other.

Any girl twelve years or over may join, and needs only to apply for membership to a local Camp Fire and signify her wish to comply with the laws of the Camp Fire. The size of a single Camp Fire is limited to twenty girls, under the guidance of a Guardian who must be more than twenty-one years of age. Ceremonial names and symbols characterize the organization and give it a tinge of the aboriginal. Fire is the symbol of the organization and, for decorative purposes, is represented by the sun. The symbol of membership is the standing pine, representing simplicity and strength. The watchword is Wohelo, being made up of the first two letters of Work, Health and Love. Each girl has her name, taken generally from folk lore of the different coun-

tries but more often from the Indian lore because it is suggestive of the spirit of out-of-doors, of the ingenious use of materials at hand and is distinctly American.

When a girl joins the Camp Fire Girls she becomes a Wood Gatherer, and receives a silver ring on which is engraved a bundle of seven fagots, representing the seven points of the Camp Fire law. Every girl must announce her decision to obey this law, binding herself to seek beauty, give service, pursue knowledge, be trustworthy, hold on to health, glorify work, and be happy.

Upon fulfilling certain requirements the Wood Gatherer becomes a Fire Maker, and is entitled to add to the Wood Gatherer's emblem the orange and red which represents the flame. She may also wear the Fire Maker's bracelet. In order to accomplish this advance the girl must help prepare and serve at least two meals, including the purchase of food, cooking and serving the meal and care of the fire; she must mend a pair of stockings, a knitted undergarment and hem some necessary article; must sleep with open windows or out of doors for at least one month; must take an average of at least half an hour of daily outdoor exercise for not less than a month; must refrain from chewing-gum, candy, sundaes and sodas between meals for at least one month; must investigate infant mortality in summer and be able to name its chief causes and tell how it is being reduced; must know the principles

The Chautauquan



A Camp Fire Girl Who Has Earned Many Honor Beads

of elementary bandaging and how to use surgeon's plaster; must know what a girl of her age needs to know about herself; must commit to memory any good poem or song and must know the career of some woman who has done much for the country or state. In addition she must present twenty elective honors from seven groups: health craft, home craft, nature lore, camp craft, hand craft, business, and patriotism.

Advancement from Fire Maker to Torch Bearer involves a correspondingly increased efficiency and the girl must show marked qualities of leadership, honesty and trustworthiness.

When the guardian of a Camp Fire is satisfied that a girl has fulfilled the requirement or won an elective honor the guardian awards her that honor. Each craft is symbolized by a distinctively colored bead. The honor beads are strung on leather thongs and become a part of the ceremonial dress.

The Camp Fire movement is so adaptable that it fits the need of the city as well as the country, the poor as well as the rich, the summer as well as the winter, indoors as well as outdoors. It is adapted to all peoples. It places all girls on the same level and helps them to help each other. It solves the girl problem and adds a touch of romance and adventure that makes it doubly attractive to the girl. It is the solution to the problem of readjusting woman to her new work and her new relation to work and the community.

MRS. JOIN-IN-THE-PARTY

Ida B. Cole

[C. L. S. C. Field Secretary]

A most enthusiastic Chautauquan and member of the Class of 1916, is Mrs. "Join-in-the-party" as the Indians call her—Mrs. F. L. King among her own people and in the list of missionaries to the Indians.

The Indian chief, Old Mountain, had a touch of sentiment in him when he welcomed the young white woman missionary and named her Mrs. Join-in-the-party. What a make-yourself-at-home-among-us sound it must have had for this young student volunteer who, with her husband, had cast her lot with the Arapahoe Indians, one of the blanket

tribes who are not yet classed as "civilized Indians."

After fifteen years' constant work among them, with only one trip from the reservation to visit her own people, Mrs. King found herself thinking Indian. In considering any problem relating to the white and the red man she involuntarily thought as if she herself were an Indian and her own people "those whites."

Her children made the same differentiation and said "those white children."

On her one visit home a relative teased the youngest child saying, "Oh



Black Coyote's Tepee

"you're only half Indian," whereupon the little one ran to her mother in a resentful mood crying, "He says I'm only part Indian."

A woman of slight stature, not robust, Mrs. King has braved hardships under which many a strong man would quail.

Experience has made her heroic, almost stoically so. What if a horrible



A Playmate of the King Children

snake put in an appearance just outside the tent in which she was holding service? The boys killed it and the older Indians sat unmoved.

Once when the rains had been unusually heavy the water of the creek was so high that it looked impossible to cross it to reach the tent where services were being held.

Mr. King and another missionary resorted to their sharp axes. They felled a big cottonwood tree and threw it across the stream and over this dangerous, slippery tree bridge Mr. and Mrs. King and their "people" walked back and forth to the meetings.

Mrs. King has traveled hundreds of miles on horseback or in a wagon without springs and with iron wheels.

She has lived in tepees and houses and slept out in the open. All this has not made her too critical. She never objected to having the katy-dids sit on the ridge pole and sing all night, but when she discovered that her house was infested with centipedes, scores of them behind the plaster, from the tiny ones to the big horny centipedes, then she moved her iron bedstead out in the open and away from the trees, sleeping under the sky.

Of the Arapahoe mode of life, Mrs.

King says, "Christianity has made the Indian clean up. I would like to show you the difference it has made in one year. The Indian tepee is made of canvas and has one room. They reverse the idea of pictures on inner walls and sometimes ornament the outside of their dwellings." The illustration shows the tepee of Chief Black Coyote which, from the Indian point of view, is considered as beautiful as any show residence in any millionaire row.

"Every tepee," says Mrs. King, "faces to the east and every article occupies the same relative place in each tepee. The hole in the center of the tepee provides ventilation from the top. The beds are on the floor and occupy three sides of the tepee. They are made of willow saplings laced with thongs and sometimes are handsomely beaded.

"The artistic ability of the Indian maiden is shown in the ornamentation of her bed. Some of them are very beautiful and are handed down in the family.

"As to clothing the blanket Indian man will not wear our overcoats and it is very seldom a woman will wear one of our hats.

"The most popular feminine dress is the kimono, with open sleeves but never open in front. The hereditary dress is the buckskin dress which is ornamented with elks' teeth.

"Sometimes it seemed to me that according to her light, the Indian mother was better than the average white mother. She loves her child with a supreme love. From the age of twenty to forty the life of the Indian woman is given to child-bearing and -rearing. She never leaves her child with another and cannot understand how a white mother can leave her child to the care of a nurse. The Indian mother devotes her entire time to her child; other women perform her household tasks. She nourishes one child until the next one is born. She never wants her child to cry. Once in a while when my children needed it, I used to administer a good old-fashioned spanking and the Indian mothers thought I could not love my children.

"To prevent the child of six years being taken away to a government school many an Indian mother has carried her baby on her back until it is

seven years old to deceive the government officials.

"The Indian woman has no nerves and I think this may be due in a measure to the fact that she never does but one thing at a time.

"The Arapahoes worship the sun, moon and stars and these emblems are on their blankets.

"They have been kindly to us and our message. Indeed we went to them at the request of Chief Left Hand, who heard that some of the neighboring tribes had missionaries who were teaching them about the 'Jesus road' and he wanted his people taught. The old chief who was a great leader is dead and his son, Chief Giant Left Hand, is now the head of the tribe.

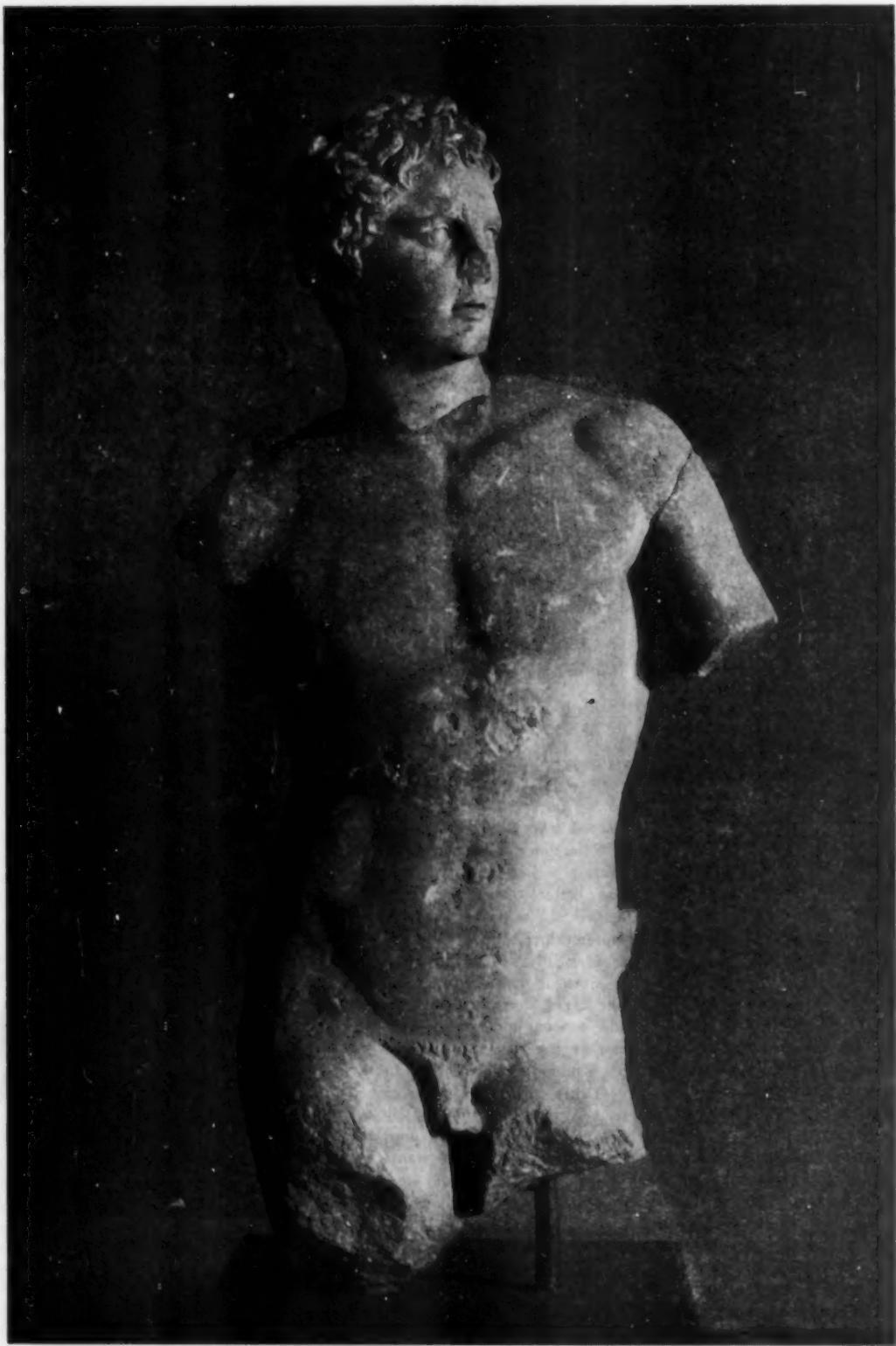
"At a recent evangelistic service he came forward and shook hands with those of his tribe who were numbered among the converts.

"I have devoted so many years of my life to Indian work, thinking only of that, that I cannot tell you what the C. L. S. C. is to me. It is like a great abundant feast spread out before a hungry person. I have been isolated from



Bald Head and Wife

my own world so long that I am glad to get into touch with the great pulsating, moving-onward world, with the richness of things for which blessed Chautauqua stands."



Meleager. Statue of the type attributed to Skopas. Property of the Fogg Art Museum, Cambridge, Massachusetts (See p. 382.)
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CHAUTAUQUA ABROAD

For Lovers of Art and the Classics

DR. POWERS and
MR. HOWARD

June 16	Boston
June 25	Liverpool
June 26	Chester
June 27	Furness Ab'y
June 28	Grasmere
June 29	Melrose
June 30	Edinburgh
July 1	Edinburgh
July 2	Trossachs
July 3	Durham
July 4	York
July 5	Lincoln
July 6	Ely
July 7	Warwick
July 8	Kenilworth
July 8	Stratford
July 9	Oxford
July 9	London
July 10	London
July 11	London
July 12	London
July 13	London
July 14	Paris
July 15	Paris
July 16	Paris
July 17	Paris
July 18	Paris
July 19	Paris
July 20	Paris
July 21	Brussels
July 22	Antwerp
July 23	The Hague
July 24	Amsterdam
July 25	Cologne
July 25	The Rhine
July 26	Heidelberg
July 27	Interlaken
July 28	Bernese Oberland
July 29	Lucerne
July 30	Milan
July 31	Venice
Aug. 1	Venice
Aug. 2	Venice
Aug. 3	Florence
Aug. 4	Florence
Aug. 5	Florence
Aug. 6	Florence
Aug. 7	Florence
Aug. 8	Florence
Aug. 9	Florence
Aug. 10	Rome
Aug. 11	Rome
Aug. 12	Rome
Aug. 13	Rome
Aug. 14	Rome
Aug. 15	Rome
Aug. 16	Rome
Aug. 17	Rome
Aug. 18	Naples
Aug. 19	Pompeii
Aug. 20	Capri
Aug. 21	Amalfi
Aug. 22	Brindisi
Aug. 23	Corfu
Aug. 24	Patras
Aug. 25	Athens
Aug. 26	Athens
Aug. 27	Athens
Aug. 28	Athens
Aug. 29	Athens
Aug. 30	Delphi
Aug. 31	Delphi
Sect. 1	Olympia
Sect. 2	Olympia
Sect. 3	Patras
Sect. 4	Palermo
Sect. 5	Naples
Sect. 7	Algiers
Sect. 16	Due New York



THE COLOSSEUM

This first and greatest of all Roman Amphitheaters was finished about the year 80 A. D. It was not known by its present name until centuries had elapsed. It was dedicated simply as the Amphitheatre Flavium, because the Flavian Emperors built it. Huge as the bulk is, we are told that only about one-third of the original mass is still there. Sometimes it was the mighty earthquake that wrought the ruin. Sometimes little wind-blown seeds found lodgment and took root and grew and worked a havoc quite as great. Some one wrote a book once about the "Flora of the Colosseum," and listed over four hundred varieties of flowers and shrubs and trees found growing there. They were all cleared away a generation ago and the great structure gained a new lease of life though at the cost of much of its picturesqueness.

A ROMAN HOLIDAY

The crowd gathered early. Each came provided with a little bone ticket showing the section in which his seat was located. That depended primarily on his rank, though some exceptions were made. For example, in a little room in the National Museum there is a slab of stone with an inscription showing how blocks of seats were assigned in the Colosseum. The school teachers were honored with a special section! There was little confusion. The great throng of 50,000 or more came and went as easily as from the Harvard Stadium where the system is essentially copied from that which the architect of the Colosseum devised. It was even simpler, since the Colosseum was approached from all sides and there were a score or more of wickets in the outer barrier.

Every seat commanded an unobstructed view of the arena. The galleries had in fact some decided advantages over the seats of honor on the podium, especially when the arena was filled with furious beasts. To be sure, there was a metal balustrade at the top of which was a round bar so nicely balanced that the slightest touch would turn it. Doubtless it added a thrill of sorts, when a tiger sprang directly at the spectator and even clutched the top of the balustrade only to be thrown back by the revolving bar, but it was

a thrill that few nowadays would yearn for. If the sun were hot, awnings were stretched here and there. Skilful sailors from the imperial fleet managed the difficult task. Sometimes sweet perfumes were sprayed to refresh the multitudes.

Thus far we would have enjoyed the Roman Holiday. Humanity massed in such a setting must have presented a splendid spectacle. Some of the "sports," too, would have fascinated. Exhibitions of skill and daring always claim attention and these were not lacking. There were duels between contestants evenly matched and duels between oddly matched antagonists, as when the man with the net and spear sought to entangle the man in heavy armor.

But it would be another story when the sign of the turned-down thumbs told the gladiator to plunge his weapon into the heart of the fallen foe. The slaughter of hundreds of wild beasts with almost no chance to fight for their lives was quite as horrible, to say nothing of the tortures to which the Christians were sometimes subjected. The great structure was dedicated to the unbridled gratification of that brute instinct that finds horrid fascination in scenes of carnage. Small wonder that Rome decayed when this was her chief diversion.

CHAUTAUQUA ABROAD

For Lovers of Music and Art

MR. HOWARD and
DR. POWERS

June 16	Boston
June 25	Liverpool
June 26	Chester
June 27	Furness Ab'y
June 28	Grasmere
June 29	Melrose
June 30	Edinburgh
July 1	Edinburgh
July 2	Trossachs
July 3	Durham
July 4	York
July 5	Lincoln
July 6	Ely
July 7	Warwick
July 8	Kenilworth
July 8	Stratford
July 9	Oxford
July 9	London
July 10	London
July 11	London
July 12	London
July 13	London
July 14	Paris
July 15	Paris
July 16	Paris
July 17	Paris
July 18	Paris
July 19	Paris
July 20	Paris
July 21	Brussels
July 22	Antwerp
July 23	The Hague
July 24	Amsterdam
July 25	Cologne
July 25	The Rhine
July 26	Heidelberg
July 27	Interlaken
July 28	Bernese Oberland
July 29	Lucerne
July 30	Milan
July 31	Venice
Aug. 1	Venice
Aug. 2	Venice
Aug. 3	Belluno
Aug. 4	Pieve di Cadore
Aug. 5	Cortina
Aug. 6	Cortina
Aug. 7	Toblach
Aug. 8	Innsbruck
Aug. 9	Munich
Aug. 10	Munich
Aug. 11	Nuremberg
Aug. 12	Bayreuth
Aug. 13	Bayreuth
Aug. 14	Bayreuth
Aug. 15	Dresden
Aug. 16	Dresden
Aug. 17	Dresden
Aug. 18	Berlin
Aug. 19	Berlin
Aug. 20	Berlin
Aug. 21	Berlin
Aug. 22	Hamburg, sail
Sept. 1	Due in New York
	Other sailings from Boston:
June 26	To connect with party at Edinburgh
June 27	To connect with party at Stratford

Dr. Powers takes personal charge of the Chautauqua European Tour for 1914

C. L. S. C. ROUND TABLE

In the Home Reading of the Chautauqua Literary and Scientific Circle (C. L. S. C.) Classical, English, American, and Continental European subjects are covered in a four years' course of which each year is complete in itself. The Round Table Department contains study helps and other items of interest.

The required reading in this magazine is on pages 371-374 inclusive.



Where the Hillburn, New York, Circle Holds Its Weekly Meetings

Miss Meddie O. Hamilton spoke twice in November at the Southwestern State Normal School at California, Pennsylvania. The principal of this school, with his wife and 11 others, went to Chautauqua, New York, last summer to graduate, the group of 13 shouting with especial gusto the yell of the Athene Class with its defiant "13 affrights us not."

A new Circle at Lehighton, Pennsylvania, is headed by a man who has been for 20 years professor of Greek. Two score people joined at the first meeting and more are coming in each week.

"The work this year is charming," writes a reader in Abilene, Texas, speaking for a group of a dozen women. "We are all past middle age," she continues, "and the Circle keeps us in touch with the world."

A Carnegie Library in Abilene cooperates helpfully with the work of the city clubs.

The Circle at North Branch, Michigan, has no public library, but the members' books have been sufficient so that

it has not yet been necessary to appeal to the State Library.

The members of the Circle at Gainesville, Florida, are finding that the Chautauqua work helps primary teachers to reach out beyond their everyday work and high school teachers in their daily class work.

The Chautauqua Circle of Canton, Illinois, meets in the high school building.

The Mound Circle of Moundsville, West Virginia, has proved itself in the six years of its existence to be a company of hard workers, enthusiastic over the outlook upon the world and its affairs which the Reading Course gives them.

All the members of the Circle at Graham, Texas, are home-makers and they find that the Chautauqua work draws them out of monotonous duties into pleasant study and social relations.

The Edelweiss Circle of Mt. Vernon, New York, intends to know something about Greece and Greek by the end of

this "Classical Year." Here are some of its schemes as described in the local newspaper, worthy of attention by all readers:

"The committee of instruction announced that at every meeting one member would be expected to bring twenty different words from the readings, and all the other members, two words apiece. A credit is to be given for every word which no one else can define or pronounce. Miss Olive Clark had the first twenty and secured several credits for puzzling her fellow members.

"The members had been requested to learn the first thirteen letters of the Greek alphabet. Their knowledge was tested as they were in turn called forward to write the different characters. Following the writing test, the letters of the college fraternities were displayed and the members were asked to read them, having first been supplied with copies of the remaining letters of the alphabet. Next, to their surprise, they were asked to attempt the reading of the opening verses of John's Gospel."

At a later meeting the members of the Edelweiss Circle enjoyed an interesting address from Mr. Dale, former president of the Circle. A set of beautifully drawn maps, specially prepared by Mr. Dale, gave additional interest to the talk.

In the test of defining "Twenty Difficult Words" one member succeeded in winning a number of credits as there were about eight which nonplussed all but Mr. Dale, and even he was slightly puzzled in one or two instances. The words were all selected from "Rambles and Studies in Greece."

A Greek letter test occupied a few moments. Mr. Dale read easily the short selections from the first chapter of John and recommended the circle to learn to read the entire chapter because of its beauty and also for the many root words which would be found in it.

At one of the autumn meetings of the Edelweiss Circle a member gave an account of last summer's graduation exercises at Chautauqua, New York.

The Chautauquans of Canton, Illinois, have had the pleasure of listening to reminiscences from a visitor to Athens.

Personalia

For their Debussy recital Mr. and Mrs. John W. Nichols have written a character sketch, the reading of which precedes the musical program, which has been given with marked success at Vassar, Columbia, Brooklyn Institute, and elsewhere.

Professor Charles Richmond Henderson, head of the Department of Practical Sociology in the University of Chicago, has been made chairman of the Educational Committee on Chicago Philanthropy, which was recently organized to keep the public informed of the needs of the city's poor. Other well-known social workers on the committee are Miss Jane Addams, head of Hull House, and Professor Graham Taylor, of the Chicago School of Civics and Philanthropy. Professor Henderson is the present head of the United Charities of Chicago.

Among the officers of The Drama League of America are Dr. Richard Burton, Prof. S. H. Clark, Mr. Benedict Papot, all well known at Chautauqua.

Miss S. Elizabeth Stoever, author of the article "A Pilgrimage to a Wonderful Garden" in The Chautauquan for November 22, 1913, has an article on Sunday School teaching at Chautauqua, New York, in "The Augsburg Sunday School Teacher" for December, 1913.

At the University of Minnesota of which Dr. George E. Vincent, President of Chautauqua Institution, is president, a new "short course" for retail merchants is to be given in February. This is another development of the University's policy of departing from the academic and entering into the life of the people.

Highways Club

The suggestions of the following program are based on the current events discussed in the Highways and Byways of this number.

1. *Reading and Discussion of the currency bill.*
2. *Report on the distribution of wealth in our own state.*
3. *Roll Call. Suggestions for inter-weaving religion and social reform.*
4. *Answer to "What is the teachers' pension system in our state?"*

PROGRAM ANNOUNCEMENTS

Illustrated Lectures

Illustrated lectures at Chautauqua vie with musical events in popularity if the size of the evening audiences is the criterion. The Department of Instruction takes pleasure in announcing a number of engagements already closed.

The Lyman Howe Company of Wilkesbarre, Pa., will give two evenings of moving pictures on July 22 and 23. Those who enjoyed entertainments by this company at Chautauqua from 1907 to 1911 inclusive need no further words of praise for these magnificent moving pictures. The Lyman Howe pictures are shown in all of the large cities during the winter and because of their success at Chautauqua and at one or two other assemblies the company is greatly extending its work in the summer.

Mr. Claude N. Bennett, founder and manager of the Congressional Information Bureau of Washington, D. C., will give two illustrated lectures about the middle of August. One of his subjects will be "The South Today and Tomorrow." These lectures have been given widely throughout the country before general audiences, boards of trade, associations of commerce, and some legislatures. Mr. Bennett was born in Thompson, Ga., and has been in Washington as press correspondent, government official or lecturer since 1891. In 1897 he established the Congressional Information Bureau which prepares data for congressmen and conducts national and international business in Congress and the Departments at Washington. He comes highly recommended as a man in touch with many important movements and a lecturer of ability.

Mr. J. W. Erwin of New York City will give two illustrated lectures, July 14 and 15. Subjects: "Through the Sunny Southland to California's Golden Gate," "In the Golden West. Some Beauty Spots of America." Mr. Erwin has given over 2,500 lectures in this country and in Europe before many kinds of audiences and has appeared in recent years at the finest summer resorts in the East. His lectures deal with the West and the Orient. He gives both stereoptican and moving pictures and recommendations from all

parts of the country speak of him in the highest terms.

Reading Hours

Miss Maud Miner, July 6-10. This is Miss Miner's third year of work in the Chautauqua Summer Schools in association with Prof. S. H. Clark. Each year she has given a series of reading hours and has made many friends by her charming program work as well as by her effective teaching. She is a member of the faculty of the Chicago School of Physical Education and Expression, Head of the Department of Dramatic Speaking of the American Conservatory, and is connected with the Chicago Kindergarten Training School. She received her training in New York City, Boston and the University of Chicago.

Professor S. H. Clark, July 13-17, and two recitals to be announced. Professor Clark has been connected with the Chautauqua Summer Schools for nineteen years, and his work throughout the country is too well known to require comment. He has been a member of the faculty of the University of Chicago since its foundation in 1892, and Head of the Department of Public Speaking since 1901. Before going to Chicago he had taught at Queen's University, Trinity College and McMaster's College of Canada. He is the author of a number of books and is the Head of the Chautauqua School of Expression.

Professor John A. Lomax, August 10-14. The lecture-readings to be given by Professor Lomax of the University of Texas, have the general title, "American Folk Songs," with individual topics as follows: August 10, "The Songs of the Cowboy;" August 11, "Cowboy Poetry;" August 12, "Plantation Songs of the Negro;" August 13, "Negro Spiritualists;" August 14, "Some Types of the American Ballad." Professor Lomax was announced for the program of 1913 but was compelled to withdraw on account of his duties at the University.

President Hulley

Old Chautauquans will welcome the announcement of the lecture series by President Lincoln Hulley of John B. Stetson University, De Land, Florida, July 20-24, the subjects to be announced

(Continued on page 383)

Art Museum of Harvard University

Chautauquans within reach of Cambridge will be glad to know of the Fogg Museum's rich material interesting to students of the "Classical Year" of the Home Reading Course. The most important of the Greek marble sculptures is the statue of Meleager, shown on page 378, of the type attributed to Skopas. There is also a small collection of Greek vases, and an important loan collection of Arretine pottery. A few original drawings by old masters are of great value and a large collection of about 30,000 engravings represents the whole history of the subject. Among the most important are a unique print of the series called Otto, the large Assumption of the Virgin sometimes attributed to Botticelli, Pollaiuolo's "Battle of the Nudes," and examples of the works of Mantegna, the Master E. S., Dürer, and Rembrandt. A group of early Italian paintings includes examples of Florentine, Sienese, Umbrian, North Italian and Venetian art. Among the finest are those by Agnolo Gaddi, Cosimo Tura, Gherard David, Benvenuto di Giovanni, Niccolò da Foligno, and Pinturicchio.

Twentieth Century Teaching Better

In 1890 there was discovered in the attic of the high school building in Springfield, Massachusetts, several old sets of examination questions that had been written in the fall of 1846. They consisted of printed questions in geography and arithmetic with answers written on the printed sheets, and written tests in spelling and penmanship. Two of these tests were later (1905) given to 245 ninth grade pupils in the Springfield schools, and the results were carefully compared with the results of the tests of 1846. Following is the comparison:

Spelling:	1846	1905
Number of pupils who took tests	85	245
Average per cent correct	40.6	51.2

Arithmetic:	Number of pupils who took tests	79	245
Average per cent correct		29.4	65.5

Of the class of 1846 only 16 of the 85 pupils stood as high in spelling as 70 per cent, the present "passing" mark in most schools. Three pupils had no words spelled correctly; nine had only one right; while 24, or more than one-fourth of the entire class, misspelled 17 or more words.

Comparisons of the geography and penmanship were even more conclusive evidence of the superiority of the pupils of 1905 over those of 1846.

The Chautauquan

TALK ABOUT BOOKS

ANCIENT HISTORY. By Hutton Webster. Boston: D. C. Heath and Company. \$1.50.

Any schoolboy who could not be made to take an interest in ancient history as presented in this book might justly be considered a pretty hopeless problem. And not school children alone might profit by it, but any grown person whose lessons in ancient history were conned before the "drum and trumpet" style was superseded by the treatment of the civilization of the people.

Of the later handbooks of ancient history, Webster's certainly ranks with the best. It is brought directly up to date, including the results of studies as late as 1910. Thus not only the excavations of Evans in Crete are included in the survey of early Greek history, but the efforts of the American Archaeological Institute to explore Cyrene in 1910 are mentioned. The importance of this lies of course in its effect in impressing on the beginner in history that knowledge of the past is still an open book, to which chapters are continually being added. For this reason among the most important chapters are those on the ages before history, and the rediscovery of the Orient.

In accordance with the prevailing tendency in present day thought, the details of military events are consistently restricted, in order to make room for the treatment of art, science, religion, literature, commerce, industry and social life. In places the result is to skimp the really necessary political background, yet in general the just emphasis is maintained. Especially good is the discussion of the religions of later paganism and the development of Christianity. The last two chapters, devoted to the art and private life of Greece and Rome, are really excellent. The illustrations are far superior to those of any other school and college hand book known to the writer, and have distinct value.

L. P. Chamberlayne.

READINGS IN ANCIENT HISTORY. By Hutton Webster. New York: D. C. Heath & Company. \$1.00.

As a companion to his Ancient History Dr. Webster has prepared this source book of Greek and Latin material. The arrangement follows that of the History. Herodotus, the Homeric Poems, Hesiod, Xenophon, Thucydides, Plutarch, Demosthenes, Arrian, Livy, Cicero, Caesar, Suetonius, Tacitus, Pliny the Younger, and Martial have all been drawn upon. The translations are simple and direct. The Index is also a pronouncing vocabulary. Dr. Webster's preface suggests possible classroom uses of the material for essays, reports and discussions.

A POLITICAL HISTORY OF THE STATE OF NEW YORK: 1865-1869. By H. A. Stebbins, Ph.D. New York: Columbia University. \$4.00.

The author of so ample a discussion of

four years of New York State history makes clear the intimate connection between the success of President Johnson's plan of reconstruction of the South, and the warfare in New York State. That war was between his supporters, the conservative Republicans, and the changing Democratic party under General Dix. Had the latter led the Democrats with real reform to State victory, and Seymour and Blair kept Democratic ascendancy in national matters, the bitter problems of Southern reconstruction beyond all manner of doubt, would have had a different treatment. Attention in Washington was distracted from matters of vital import by the Empire State quarrels in which Richmond of the Times, Seward, Thurlow Weed and Greeley were so involved. A partially permanent answer came in the capture of the State government machinery by the Tammany Hall victory in 1868. So do the little foxes break down the vines.

A STUDENTS' HISTORY OF THE UNITED STATES. By Edward Channing. New York: The Macmillan Company. \$1.40.

This textbook by the McLean Professor of History in Harvard University now appears in a third revised edition. It is rich in helps to the teacher—library references, suggestive questions and topics, etcetera, and the revision brings the record down to the Wilson administration. New governmental ideas and movements are discussed impartially. Not impartial at all, however, is the story of the Civil War. It is surely no mark of brotherhood or of fairness for a history published a half century after the war to be written in terms distinctly unacceptable to a large part of our now united nation.

HISTORY OF THE RECONSTRUCTION PERIOD. Volume VII of the History of the United States of America under the Constitution. By James Schouler. New York: Dodd, Mead & Company. \$2.00 net.

Mr. Schouler has handled this most complicated period of the whole history of our country with a delicacy that must win for him the respect of every fair-minded American on both sides of the Mason and Dixon Line. He states facts honestly and offers no excuse for the inexcusable. Lovers of justice can take heart when a northern historian refers to this time as the "grotesque and horrible rule of a misled barbarism."

CLASSBOOK OF OLD TESTAMENT HISTORY. By George Hodges. New York: Macmillan Company. \$1.00 net.

The Dean of the Episcopal Theological School at Cambridge, Massachusetts, has prepared this convenient volume to recount the Old Testament history in order and with clearness and to bring to its interpretation the words of contemporary inscription and poetry and prophecy, for the better understanding

of the Bible." The work is well and clearly done and the resulting summary has its value for every one who would have knowledge of the Old Testament.

INDIAN SLAVERY IN COLONIAL TIMES
WITHIN THE PRESENT LIMITS OF THE UNITED STATES. By A. W. Lauber, Ph.D. New York: Columbia University. \$3.00.

A voluminous treatise, and a scholarly one, evidencing elaborate research. More attention is paid to English customs regarding Indian slaves than to French or Spanish. Naturally statistics are wanting. Certain interesting facts are that the French home government took little interest in the subject, that as early as 1543 Spanish law attempted to stop colonial slaveholding, that New England possessed more Indian slaves than either of the other groups of colonies, that they made most unsatisfactory and undependable servants as a rule. Warfare, kidnaping, trade, abuses of apprenticeships, punishments, were the sorry means in vogue for keeping up the custom. Conversion seems to have been an alleged motive for such slavery, but one little enforced in custom. Harsh treatment was unusual, and the system fell of its own weight.

THE TRUMPETERS AND OTHER POEMS.
By Andrew Downing. Boston: Sherman, French & Company. \$1.50 net. The poems in this collection are short, as there are more than a hundred titles in less than two hundred pages. They cover a wide range of subject, mood and treatment; but with few exceptions they show original thought, poetic imagination, and artistic skill. On the whole they are quite worthy of attention. There is no lack of correspondence here between vision and expression; for where the vision is best and greatest, the expression is smoothest and most felicitous. Where the thought is commonplace, or where there is no vision at all, the diction is prosaic and the meter jerks and halts. One of the best poems, "The Dreamer," describes in exquisite language and perfect meter the beauties of nature, art and life, and contains some very happy expressions—as "the organ-music of the pines," "the sun-burst from the cloudy bars," and "the glory of a globe of dew."

TRISTAN AND ISOLDE. By Richard Wagner. Retold in English verse by Oliver Huckle. Thomas Y. Crowell Company. 75 cents net.

To his series of translations of the Wagner Music Drama, Dr. Huckle has added a new volume—Tristan and Isolde. The story of the writing of the drama while Wagner was under the sway of his love for Mathilde Wesendonck is told in the Foreword. The tale of the drama is divided into three parts: The Love Potion, The Enchanted Night, The Revealing of Death. The verse is not masterly, but is satisfactorily dignified and rhythmic. The attractive format of the volume makes it suitable for a gift.

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This department is designed for the use of our subscribers. Among the many thousands who read these columns there are many who want what you would dispose of and vice versa. The rate is a 1-2 cents per word in advance, minimum charge 10 cents; 10 per cent discount on six insertions and 20 per cent on twelve insertions.

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PROGRAM ANNOUNCEMENTS

(Continued from page 381)

later. President Hulley was a member of the faculty of the Chautauqua Summer Schools for five years. He has not lectured at Chautauqua since 1905 when he left Bucknell University for Stetson. He is the author of several volumes and has appeared before many audiences throughout the country.

Hon. W. Bourke Cockran

Hon. W. Bourke Cockran of New York City will give the address on Saturday afternoon, August 1st, on the subject, "Democracy, not Socialism, the True Solution of all Problems—Social, Political and Industrial." Mr. Cockran was for many years one of the leaders of the Democratic party and is now influential in the councils of the Progressive party. He was born in Ireland in 1854, educated in Ireland and in France, holds the degree of LL.D. from Georgetown and Manhattan Colleges, and has been prominent in the legal profession and in politics since 1876. He made noteworthy speeches at the Democratic National Conventions in 1884 and 1892, opposing the nomination of Cleveland, and was a member of Congress 1887-9, 1891-5, 1904-9.

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